



Here are three widely held expectations from *Foundations*, all from the subdomain Persistence, Attentiveness, and Responsibility:

- Children begin to demonstrate the ability to remain engaged in an experience.
- Children begin to work toward completion of a task despite distractions or interruptions.
- Children begin to develop a sense of purpose and the ability to follow through.

Consider this scenario:

A teacher finishes circle time and discusses free choice centers with his students. He then allows children to move to whatever learning center they choose. After 20 minutes, the teacher rings a bell, the children return to the circle, and they are instructed to choose a different center for the next 20 minutes.

There is much better practice than what this teacher is doing with the bell!

Once children move into a center, they become engaged in tasks that they choose, and in conversations with other children in the center. This may happen quickly, or it may take awhile. The bell is an interruption that may not allow children to complete the task and conversations in which they have become engaged. How can they develop persistence if there isn't time to persist?

Exercise:

1. Refer to *Foundations* for the Strategies for Early Educators AND Families for the subdomain Persistence, Attentiveness, and Responsibility.
2. Choose at least three of these strategies that this teacher could use to help children develop the three widely held expectations bulleted above.

NOTE: “Making the Connection – Approaches to Learning” in the box above lists specific guidelines, standards, objectives, etc., all of which support better practice.